# Imater Academy Middle School



# 2021-22 Schoolwide Improvement Plan

## Table of Contents

# Imater Academy Middle School

## 651 W 20TH ST, Hialeah, FL 33010

## www.materacademy.com

## Demographics

## Principal: Teresa Santalo

Start Date for this Principal: 7/1/2015

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Middle School<br>6-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2020-21 Title I School** | Yes |
| **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 89% |
| **2020-21 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Hispanic Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: A (65%)<br><br>2017-18: B (61%)<br><br>2016-17: A (63%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Southeast |
| **Regional Executive Director** | LaShawn Russ-Porterfield |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. | |

## School Board Approval

This plan is pending approval by the Dade County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](www.floridacims.org.)

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

# Table of Contents

# Imater Academy Middle School

## 651 W 20TH ST, Hialeah, FL 33010

### www.materacademy.com

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2020-21 Title I School** | **2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Middle School 6-8 | Yes | 93% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | Yes | 99% |

## School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| Grade | | A | A | B |

## School Board Approval

This plan is pending approval by the Dade County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Our mission is to provide a challenging educational curriculum which promotes critical thinking skills and individual artistic expression through a balance of tradition and innovation.

**Provide the school's vision statement.**

Our vision is to provide a structured, creative environment that enables students to ask questions, solve problems, and take risks as they gain the knowledge, skills, and attitudes necessary for meaningful and productive lives as artists, designers, and citizens of the world. iMater is a collaborative teaching and learning environment that encourages students to develop meaningful interactions across the visual & performing arts and other disciplines.

•Support curriculum integration where students use appropriate, real world technologies that foster high achievement, independent problem solving and global participation.
•Support on-going, timely professional development where staff learns to integrate technology into the curriculum, manage data technologies, and explore new technologies as they affect teaching and learning.
•Engage the community in technology partnerships through increased communication with stake holders, shared resources, and work with institutions of high education, libraries and businesses.
•Support an infrastructure that includes up to date hardware, software and modern peripherals so that the curriculum can be easily integrated.
•Provide support systems such as personnel, operations, management, and other systems that support teaching and learning.

### School Leadership Team

**Membership**
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Santalo, Teresa | Principal | The Principal's job is to lead teachers and staff, set goals, and ensure students meet their learning objectives. |
| Garcia, Densie | Assistant Principal | The Assistant Principal's job is to assist the school principal in the overall administration of instructional programs and campus-level operations. |
| Pino, Jennifer | Assistant Principal | The Assistant Principal's job is to assist the school principal in the overall administration of instructional programs and campus-level operations. |
| Reyes, Esther | Assistant Principal | The Assistant Principal's job is to assist the school principal in the overall administration of instructional programs and campus-level operations. |
| Valentine, Hazel | School Counselor | The Guidance Counselor's job responsibilities are to assist and advise students about academic and/or social emotional decisions. |
| Novoa, Stephanie | Teacher, K-12 | The role of our English Language Arts Department Chair/Teacher is to assist in the research and implementation of best practices in the English Language Arts curriculum and instruction and work collaboratively with his/her members of the department. |
| Carter, Angel | Teacher, K-12 | The role of our Reading Department Chair/Teacher is to assist in the research and implementation of best practices in the Reading curriculum and instruction and work collaboratively with his/her members of the department. |
| Torres, Jaime | Teacher, K-12 | The role of our Mathematics Department Chair/Teacher is to assist in the research and implementation of best practices in the Mathematics curriculum and instruction and work collaboratively with his/her members of the department. |
| Salazar, Monique | Teacher, K-12 | The role of our Science Department Chair/Teacher is to assist in the research and implementation of best practices in the Science curriculum and instruction and work collaboratively with his/her members of the department. |
| Robinson, Patricia | Teacher, K-12 | The role of our Social Science Department Chair/Teacher is to assist in the research and implementation of best practices in the Social Science curriculum and instruction and work collaboratively with his/her members of the department. |
| Valdes, Carmen | Teacher, K-12 | The role of our Electives Department Chair/Teacher is to assist in the research and implementation of best practices in the special areas curriculum and instruction and work collaboratively with his/her members of the department. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Sanchez, Elisa | Teacher, K-12 | The role of our Activities Director/Teacher is to design, implement, and supervise extracurricular programs and activities within the school. |
| Castrillon, Cindy | Teacher, K-12 | The role of our Athletics Director/Teacher is to supervise and coordinate the athletic events and oversee all aspects of the athletic program. |
| Gonzalez, Yara-Luna | Instructional Coach | The role of our Instructional Coach/Teacher is to bring evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement and improving student achievement. |
| Miguelez, Alicia | Instructional Coach | The role of our Instructional Coach/Teacher is to bring evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement and improving student achievement. |

## Demographic Information

**Principal start date**
Wednesday 7/1/2015, Teresa Santalo

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
20

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
18

**Total number of teacher positions allocated to the school**
38

**Total number of students enrolled at the school**
783

**Identify the number of instructional staff who left the school during the 2020-21 school year.**
8

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**
8

**Demographic Data**

## Early Warning Systems

**2021-22**

**The number of students by grade level that exhibit each early warning indicator listed:**

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students with two or more early warning indicators:**

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students identified as retainees:**

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Date this data was collected or last updated**

Friday 9/24/2021

## 2020-21 - As Reported

**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 273 | 282 | 287 | 0 | 0 | 0 | 0 | 842 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 17 | 18 | 0 | 0 | 0 | 0 | 45 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 4 | 0 | 0 | 0 | 0 | 11 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 1 | 6 | 0 | 0 | 0 | 0 | 21 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 71 | 103 | 133 | 0 | 0 | 0 | 0 | 307 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 83 | 106 | 0 | 0 | 0 | 0 | 234 |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 64 | 89 | 0 | 0 | 0 | 0 | 198 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**2020-21 - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 273 | 282 | 287 | 0 | 0 | 0 | 0 | 842 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 17 | 18 | 0 | 0 | 0 | 0 | 45 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 4 | 0 | 0 | 0 | 0 | 11 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 1 | 6 | 0 | 0 | 0 | 0 | 21 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 71 | 103 | 133 | 0 | 0 | 0 | 0 | 307 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 83 | 106 | 0 | 0 | 0 | 0 | 234 |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 64 | 89 | 0 | 0 | 0 | 0 | 198 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## Part II: Needs Assessment/Analysis

**School Data Review**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 58% | 58% | 54% | 56% | 56% | 53% |
| ELA Learning Gains | | | | 64% | 58% | 54% | 54% | 56% | 54% |
| ELA Lowest 25th Percentile | | | | 59% | 52% | 47% | 47% | 52% | 47% |
| Math Achievement | | | | 67% | 58% | 58% | 66% | 56% | 58% |
| Math Learning Gains | | | | 59% | 56% | 57% | 56% | 56% | 57% |
| Math Lowest 25th Percentile | | | | 53% | 54% | 51% | 61% | 55% | 51% |
| Science Achievement | | | | 54% | 52% | 51% | 50% | 52% | 52% |
| Social Studies Achievement | | | | 81% | 74% | 72% | 71% | 73% | 72% |

**Grade Level Data Review - State Assessments**
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | 51% | 58% | -7% | 54% | -3% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 61% | 56% | 5% | 52% | 9% |
| Cohort Comparison | | -51% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 61% | 60% | 1% | 56% | 5% |
| Cohort Comparison | | -61% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | 61% | 58% | 3% | 55% | 6% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 74% | 53% | 21% | 54% | 20% |
| Cohort Comparison | | -61% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 35% | 40% | -5% | 46% | -11% |
| Cohort Comparison | | -74% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2021 | | | | | |
| | 2019 | 40% | 43% | -3% | 48% | -8% |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2021 | | | | | |
| 2019 | 66% | 68% | -2% | 67% | -1% |
| CIVICS EOC | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2021 | | | | | |
| 2019 | 81% | 73% | 8% | 71% | 10% |
| HISTORY EOC | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2021 | | | | | |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2021 | | | | | |
| 2019 | 76% | 63% | 13% | 61% | 15% |
| GEOMETRY EOC | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2021 | | | | | |
| 2019 | | | | | |

## Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

For English Language Arts and Mathematics we used iReady to capture Progress Monitoring Data.
For students placed in Algebra 1 and Geometry, we used Performance Matters as a tool to monitor the students.
For students placed in Biology we used Performance Matters as a tool to administer a baseline and a Mid-Year Assessment.
For students enrolled in Civics we used Performance Matters as a tool to administer Mini Assessments throughout the school year.

In the Spring, over 95% of our students participated in the Florida Standards Assessments which provided data for our students.

| Grade 6 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | 57 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | 36 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 7 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | 51 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | 48 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| **Civics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | 64 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 8 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | 51 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | 21 / 57 Alg / 70 Geo |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| **Science** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | 29 / 61 Bio |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

## Subgroup Data Review

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 24 | 40 | 29 | 14 | 16 | 20 | 14 | 50 | | | |
| ELL | 42 | 45 | 41 | 38 | 26 | 25 | 27 | 60 | 66 | | |
| HSP | 53 | 51 | 40 | 43 | 26 | 26 | 44 | 66 | 72 | | |
| FRL | 53 | 50 | 40 | 42 | 26 | 25 | 44 | 64 | 72 | | |
| **2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 29 | 45 | 48 | 40 | 52 | 37 | 38 | | | | |
| ELL | 46 | 63 | 59 | 56 | 56 | 54 | 40 | 70 | 86 | | |
| HSP | 58 | 63 | 59 | 66 | 59 | 52 | 53 | 81 | 87 | | |
| FRL | 58 | 64 | 60 | 66 | 59 | 53 | 54 | 81 | 87 | | |

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 12 | 36 | 31 | 36 | 36 | 50 | | 50 | | | |
| ELL | 28 | 48 | 49 | 51 | 53 | 54 | 19 | 44 | 92 | | |
| HSP | 56 | 54 | 47 | 66 | 56 | 60 | 50 | 71 | 84 | | |
| WHT | 77 | 69 | | 69 | 69 | | | | | | |
| FRL | 56 | 54 | 48 | 66 | 55 | 61 | 49 | 70 | 86 | | |

## ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 49 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 75 |
| Total Points Earned for the Federal Index | 493 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 99% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 26 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| **English Language Learners** | |
| Federal Index - English Language Learners | 45 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| **Native American Students** | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |

| Asian Students | |
|---|---|
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 50 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| **Multiracial Students** | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| **Pacific Islander Students** | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| **White Students** | |
| Federal Index - White Students | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| **Economically Disadvantaged Students** | |
| Federal Index - Economically Disadvantaged Students | 49 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

## Analysis

**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

Across grade levels our SWD and ELL performed below grade level in the areas of language arts and mathematics.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Based on the 2019 state assessments, the greatest need for improvement was in the area of Mathematics for 6th and 8th grade students.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Progress Monitoring information not available.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Based on the 2019 state assessments, students enrolled in 8th Grade Science, Algebra 1, and Civics demonstrated the most improvement.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Progress Monitoring information not available.

**What strategies will need to be implemented in order to accelerate learning?**

In order to accelerate learning, close progress monitoring and careful identification of students in need of additional support will be needed.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional Development opportunities will be provided to teachers on the programs used to supplement curriculum. Teachers will have the opportunity to participate both virtually and in person in PDs that will not only enhance but also assist in making their lesson engaging. In addition, small PLCs have been created to share best practices and provide for meaningful collaboration.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

To sustain teacher effectiveness and demonstrate student growth, the administration will conduct walk-throughs, monitor lesson plans, and desegregate data.

## Part III: Planning for Improvement

**Areas of Focus:**

| **#1. Instructional Practice specifically relating to Differentiation** | |
|---|---|
| **Area of Focus Description and Rationale:** | Based on the data review, iMater Academy Middle School will implement Targeted Differentiation. By implementing differentiated instruction, each students' needs will be met across all subject areas including Mathematics, English Language Arts, Science and Social Sciences to make learning gains and move towards proficiency. |
| **Measurable Outcome:** | By successfully implementing strategies for Differentiated Instruction, students in the Lowest 25th Percentile will demonstrate an increase of a minimum of 10 percentage points in both Mathematics and ELA as evidenced in the Spring 2022 State Assessments. |
| **Monitoring:** | The iMater Administration will conduct quarterly Data Chats with teachers. Data analysis from iReady will allow teachers to adjust their lessons to meet the needs of their students, Administrators will review lesson plans and conduct walkthroughs to ensure quality instruction is taking place. |
| **Person responsible for monitoring outcome:** | Teresa Santalo (tsantalo@dadeschools.net) |
| **Evidence-based Strategy:** | Differentiated Instruction is a teaching approach that tailors instructions to all students' learning needs. All the students have the same learning goal, but the instruction varies based on students' interest, preference, and strengths and weaknesses. |
| **Rationale for Evidence-based Strategy:** | Data-Driven Instruction from iReady, a comprehensive assessment and instruction program, will ensure teachers are using relevant data to plan their lessons and adjust accordingly as new data becomes available throughout the year. |

### Action Steps to Implement

Training on Differentiated Instruction will be provided to teachers.

**Person Responsible**  Esther Reyes (ereyes@imater.org)

| | |
|---|---|
| **#2. Instructional Practice specifically relating to Small Group Instruction** | |
| **Area of Focus Description and Rationale:** | Based on the results from our Spring 2021 State Assessments, students showed deficiencies in both ELA and Mathematics performance. After school tutoring will be offered to help build confidence and provide additional support to those students. |
| **Measurable Outcome:** | Students who scored in the Lowest 25th Percentile, along with students who showed deficiencies on the iReady Comprehensive Assessment and Instruction Program, will be required to attend After School tutoring. Students will be grouped by grade level and ability in order to meet their individual needs. This small group instruction will provide the teacher with data reports that can be utilized to tailor instruction. |
| **Monitoring:** | After School tutoring rosters will be periodically monitored for student attendance and communication to parents will be made of those students who fail to attend. |
| **Person responsible for monitoring outcome:** | Esther Reyes (ereyes@imater.org) |
| **Evidence-based Strategy:** | Providing targeted, small group tutoring provides students with the additional skills needed to be successful not only in the classroom, but on the yearly State Assessments as well. Research shows targeted intensive tutoring can help struggling students to catch-up and meet high standards. |
| **Rationale for Evidence-based Strategy:** | Additional funding is available through Title 1 which provides the opportunity to offer tutoring services to our students. |

**Action Steps to Implement**

Students will be identified and later grouped by ability level. Interested teachers will be assigned to work with those students.

| | |
|---|---|
| **Person Responsible** | Esther Reyes (ereyes@imater.org) |

**Additional Schoolwide Improvement Priorities**

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**iMater Academy Middle School reported 2.2. incidents per 100 students. This rate is less than the Statewide middle school rate of 24.2 incidents per 100 students.**

**School culture and environment will be monitored. iMater strives to work alongside their teachers to assist in disciplinary issues. When teachers feel supported, positive culture and student achievement can be a reality.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

**Describe how the school addresses building a positive school culture and environment.**

iMater Academy Middle School addresses building a positive school culture and environment through the student, parent, community, teacher/staff involvement. At iMater we strive to ensure that all students feel happy and secure. Through many events and activities , a positive school culture is created amongst all the stakeholders.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

iMater Academy Middle School encourages parents/guardians to take an active role in their child's education. We encourage parents/guardians to attend events like Open House and EESAC Meetings to stay informed about the school's policies. We recognize that parents/guardians who are well-informed assist in creating a positive school culture.

iMater Academy Middle School encourages teachers to take part in the a shared vision. Teachers opinions and suggestions are valued and an open door policy is maintained by the Administration. In addition, teachers are provided with professional development on topics ranging from academics to social emotional learning.

iMater Academy Middle School has clear policies and procedures in place for its students. These school and classroom expectations set the tone for a safe and welcoming learn

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

| 1 | III.A. | Areas of Focus: Instructional Practice: Differentiation | | | | $0.00 |
|---|--------|----------------------------------------------------------|---|---|---|-------|
| 2 | III.A. | Areas of Focus: Instructional Practice: Small Group Instruction | | | | $28,525.75 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 3374 | 120-Classroom Teachers | 6014 - Imater Academy Middle School | Title, I Part A | 783.0 | $28,525.75 |
| | | | Notes: After school and Saturday tutoring | | | |

| | Total: | $28,525.75 |
|---|---|---|